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ABSTRACT

This annotated bibliography focuses on issues of self-esteem in adolescents with disabilities, which is seen as closely related to development of critical social skills. References have been drawn from the National Center for Youth with Disabilities' National Resource Library, a database about youth with chronic illnesses and disabilities. The first section presents 86 bibliographic materials grouped into the following categories: (1) chronic illness (further categorized into general, asthma, cancer, cystic fibrosis, diabetes, epilepsy, phenylketonuria, and renal disease); (2) physical disabilities (further subdivided into general, arthritis, cerebral palsy, spina bifida, craniofacial or limb differences); (3) emotional and behavioral disorders; (4) sensory disabilities; (5) learning disabilities; and (6) mental retardation. The second section describes nine educational materials. Information on suppliers and producers is provided. The third section describes five educational programs. Program information includes program name, contact person, affiliation, address, phone number, and an abstract describing the main elements of the program. (DB)

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The National Center for Youth with Disabilities is a collaborative project of the Society for Adolescent Medicine and the Adolescent Health Program at the University of Minnesota. The Center is supported through a grant from the Maternal and Child Health Bureau, Division of Services for Children with Special Health Needs, Department of Health and Human Services. The Center's mission is to raise awareness about needs of youth with disabilities, foster coordination and collaboration among agencies, professionals, parents, and youth in planning and providing services, and provide technical assistance and consultation.

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National
Center for

Youth with Disabilities

Welcome to this issue of *CYDLINE* Reviews, a publication of the National Center for Youth with Disabilities (NCYD). This issue focuses on issues of self-esteem and is a companion to an earlier bibliography that addresses the development of social skills. Self-esteem and social skills are interrelated concepts, and both are essential for successful transition to adult life. The presence of a chronic illness or disability, whether visible or not, can interfere with the development of self-esteem which, in turn, can result in less than satisfactory relationships with peers, family members, and adults in the community. This publication cannot address all of the many aspects of adolescent growth and development that affect the development of self-esteem. We acknowledge the importance of physical, emotional and sexual development; decision-making skills; recreation and leisure; and educational and employment experiences. Many of these issues have been addressed in earlier publications, and they are issues that NCYD will continue to address. In addition to presenting an overview of the issues for adolescents with a variety of disabilities and chronic health conditions, this publication also includes samples of training/educational materials and programs designed to provide opportunities for the development of self-esteem in youth with chronic illnesses and disabilities.

For those new to these Reviews, this collection of annotated bibliographies is drawn from NCYD's National Resource Library. The National Resource Library is a computerized, comprehensive database containing information about youth with chronic illnesses and disabilities, and it includes up-to-date expertise, programs, and literature of all relevant disciplines. Issues of *CYDLINE* Reviews that may be ordered are.

- ***Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses***
- ***Adolescents with Chronic Illnesses—Issues for School Personnel***
- ***Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices***
- ***An Introduction to Youth with Disabilities (In English or Spanish)***
- ***Substance Use by Youth with Disabilities and Chronic Illnesses***
- ***An Introductory Guide for Youth and Parents (In English or Spanish)***
- ***Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities***
- ***Vulnerability and Resiliency: Focus on Children, Youth, and Families***
- ***Youth with Disabilities and Chronic Illnesses: International Issues***
- ***Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Recreation and Leisure: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Sports and Athletics: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Issues in Nutrition for Adolescents with Chronic Illnesses and Disabilities***
- ***Developing Social Skills: Issues for Adolescents with Chronic Illnesses and Disabilities***
- ***Legal Issues for Adolescents with Chronic Illnesses and Disabilities and Their Families***
- ***Self-Esteem: Issues for Adolescents with Chronic Illnesses and Disabilities***

Nearly 200 journals are regularly reviewed as are relevant books and non-published materials. New entries are added to the library on a regular basis. Topics in the Bibliographic File include chronic illness or disabling conditions; psychosocial issues; social issues; developmental processes; family; sexuality; education; employment and vocational rehabilitation; community and independent living; service approaches; professional issues; and policy, planning, and legal rights issues.

In addition to the Bibliographic File, the National Resource Library also includes a Program File with information about model programs throughout the country; an Educational Materials File with information on resources for professional development or for work directly with adolescents and their families; and a Technical Assistance File containing names and background information on consultants with expertise valuable to those involved with youth with disabilities.

You may request specialized searches of the NCYD Resource Library on topics of your choice simply by calling an NCYD Information Specialist. The requested information will be sent to you in a format similar to this bibliography. In this way, you can easily receive current information on youth with disabilities specific to your particular needs and interests. NCYD has other publications available: ***Connections*** (a newsletter published three times a year); and ***F.Y.I. Bulletin*** (fact sheets presenting statistical and demographic data illustrated with tables, charts, and graphs). If you wish to receive a Publications List or would like information about the Resource Library, the National Center for Youth with Disabilities can be reached (toll-free in the United States) at **1-800-333-6293, 612-626-2825**, or **TDD 612-624-3939.**

Thank you for your interest in NCYD. We hope you will take the time to read through this issue of NCYD's *CYDLINE* Reviews and share the contents with others.

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BIBLIOGRAPHIC MATERIALS

Chronic Illness

AUTHOR: Adams JA; Weaver SJ.
TITLE: **Self-esteem and perceived stress in young adolescents with chronic illness: Unexpected findings.**
SOURCE: *Journal of Adolescent Health Care* 1986 May; 7(3):173-7.

ABSTRACT: Twenty adolescents with a chronic illness and fifteen without were studied in a pilot study of the relationship between perceived stress, self-esteem and functional pain. Low self-esteem was correlated with high levels of perceived stress. The adolescents with chronic illness had lower stress and higher self-esteem scores than the control group.

AUTHOR: Blum RW.
TITLE: **Chronic illness and disability in adolescence.**
SOURCE: *Journal of Adolescent Health* 1992 Jul; 13(5):364-8.

ABSTRACT: A paper presented as a keynote address at the meeting of the Fifth Congress of the International Association for Adolescent Health. The article is an overview of demographic trends and latest findings regarding family, pubertal maturation, and social-emotional development of adolescents with chronic illness and disability.

AUTHOR: Charmaz KC.
BOOK: ***Good days, bad days. The self in chronic illness and time.***
SOURCE: Rutgers University Press, New Brunswick, NJ 08901, 1991:300.

ABSTRACT: This book is based on interviews with persons who have chronic illnesses such as cancer, multiple sclerosis, and arthritis, and examines the effect of the illness on the individual's self-concept. The author analyzes the person's experience with illness and the time frame (past, present and future) in which the chronically ill person chooses to place the self-image.

AUTHOR: Offer D; Ostrov E; Howard K.
TITLE: **Body image, self-perception, and chronic illness in adolescence.**
BOOK: ***Chronic illness and disabilities in childhood and adolescence.***
EDITOR: Blum RW.
SOURCE: Grune and Stratton: New York, NY, 1984:59-73.

ABSTRACT: This chapter describes a study of self-image among chronically ill adolescents. Using the Offer Self-Image Questionnaire, males were found to be more sensitive to physical impairment. Adolescents with asthma and girls with cancer exhibited self-images similar to those of controls. Teens with cystic fibrosis showed major difficulties with self-image. This book is out of print but can be found in libraries.

AUTHOR Patterson JM; Geber G.
TITLE **Preventing mental health problems in children with chronic illness or disability.**
SOURCE *Children's Health Care* 1991 Summer; 20(3):150-61.

ABSTRACT This article suggests a framework for preventing mental health problems in children with chronic illness or disability. An approach that promotes self-esteem, includes a nurturing environment, considers the needs of parents and siblings, and utilizes multiple systems is suggested. Strategies which encourage normal life experiences, increase coping skills, and encompass emotional, informational, as well as instrumental forms of support are recommended. Utilizing both formal and informal means of support is encouraged.

AUTHOR Seigel WM; Golden NH; Gough JW; et al.
TITLE **Depression, self-esteem, and life events in adolescents with chronic diseases.**
SOURCE *Journal of Adolescent Health Care* 1990 Nov; 11(6):501-4.

ABSTRACT Eighty adolescents with chronic illnesses were compared to a group of sex- and age-matched adolescents without chronic illnesses to determine differences in depression and self-esteem. Also of interest were any differences based on the type of chronic illness and increased number of negative life events. Adolescents with chronic illnesses had higher scores on tests for depression and showed lower self-esteem. Differences were not found between the three illness groups. The number of positive and negative life events did not differ. The authors suggest the need for psychologic interventions for adolescents with chronic illnesses based on their apparent higher risk for maladjustment.

Asthma

AUTHOR Kashani JH; Konig P; Shepperd JA; et al.
TITLE **Psychopathology and self-concept in asthmatic children.**
SOURCE *Journal of Pediatric Psychology* 1988 Dec; 13(4):509-20.

ABSTRACT This study was conducted to examine self-concept and psychopathology in children and adolescents with and without asthma. No differences in self-concept or hopelessness appeared between the two groups, and no relationship was found between psychopathology and severity of asthma. Parental reports, but not self-reports, indicate children with asthma exhibit more overanxious and phobic psychiatric symptoms and more internalizing and externalizing behavior. Implications of these findings are discussed.

AUTHOR Ostrov MR; Ostrov E.
TITLE **The self-image of asthmatic adolescents.**
SOURCE *Journal of Asthma* 1986 Aug; 23(4):187-93.

ABSTRACT

Teens with mild and severe asthma were compared with each other and with teens without asthma using the Offer Self-Image Questionnaire. No difference was found between subjects with mild and severe asthma. The only difference that emerged between adolescents with and without asthma was a higher self-image score for girls with asthma compared to girls without asthma. The authors suggest that these findings may contradict psychogenic theories on the etiology of asthma.

Cancer

AUTHOR Blumberg BD; Lewis MJ; Susman EJ.
EDITOR Eisenberg MG; Sutkin LC; Jansen MA.
BOOK **Chronic illness and disability through the life span - effects on self and family.**
TITLE ***Adolescence: A time of transition.***
SOURCE Springer: NY, 1984:133-49.

ABSTRACT

The presence of a physical disability in adolescence is discussed as increasing the complexity of developmental tasks which involve interpersonal relationships, careers and sexuality. Topics include social consequences and social adjustment techniques, vocational functioning and rehabilitation approaches, and sexual adjustment and enhancement approaches.

AUTHOR Jamison RN; Lewis S; Burish TG.
TITLE **Psychological impact of cancer on adolescents: Self-image, locus of control, perception of illness, and knowledge of cancer.**
SOURCE *Journal of Chronic Diseases* 1986 Aug; 39(8):609-17.

ABSTRACT

This comparison of 31 teenage patients with cancer and 203 healthy teens stresses the importance of patient education to assist coping. No differences were found between groups on self-image. Adolescents with cancer scored higher on external locus of control. They also viewed cancer more optimistically than did controls. However, adolescents with cancer did not demonstrate higher levels of knowledge regarding cancer. Knowledge was positively associated with self-image, suggesting patient education as a useful but underutilized tool for promoting psychosocial adjustment.

AUTHOR Koocher GP; O'Malley JE; Gogan JL.
TITLE **Psychological adjustment among pediatric cancer survivors.**
SOURCE *Journal of Child Psychology and Psychiatry and allied disciplines* 1980 Apr; 21(2):163-73.

ABSTRACT At mean follow-up time of 12 years after diagnosis, a significant number of individuals surviving childhood cancer experienced psychosocial problems including depression, anxiety, and poor self-esteem. Age at onset and time since diagnosis were related to the existence of psychosocial problems.

AUTHOR Overbaugh KA; Sawin K.
TITLE **Future life expectations and self-esteem of the adolescent survivor of childhood cancer.**
SOURCE *Journal of Pediatric Oncology Nursing* 1992 Jan; 9(1):8-16.

ABSTRACT Researchers explored the experiences of adolescent survivors of cancer focusing upon self-esteem and future life expectations. Measures of self-esteem indicated that adolescents felt moderately competent in their lives. Parents reported greater certainty than adolescents that adolescents would accomplish the tasks appropriate for entry into adulthood. Adolescent self-esteem was found to be related to parents' future life expectations. Implications for health practitioners are discussed.

AUTHOR Ritchie MA.
TITLE **Psychosocial functioning of adolescents with cancer: A developmental perspective.**
SOURCE *Oncology Nursing Forum* 1992 Nov/Dec; 19(10):1497-1501.

ABSTRACT This literature review summarizes 25 years of research addressing psychosocial functioning of adolescents with cancer. Research from the disciplines of medicine, psychology, and nursing is divided into two areas: impact of cancer on psychosocial development and coping styles of adolescents with cancer. Though adolescents with cancer face increased risk for psychosocial difficulties and developmental delays, most are psychologically adjusted and meet developmental tasks. Coping mechanisms most often used are denial and rationalization. Implications for researchers and clinicians are discussed.

AUTHOR Smith K; Ostroff J; Tan C; et al.

TITLE **Alterations in self-perceptions among adolescent cancer survivors.**

SOURCE *Cancer Investigation* 1991; 9(5):581-8.

ABSTRACT This study examined both positive and negative alterations in the self-perceptions of adolescent survivors of cancer. Findings indicated a profound impact of cancer diagnosis and treatment on self-perception in the areas of family relationships, peer relationships, and illness concerns. More adverse effects occurred in family than in peer relationships. Adolescents expressed concern about disease recurrence, but medical late effects were not found to alter self-perceptions. Clinical implications are discussed.

AUTHOR Stern M; Norman SL; Zevon MA.

TITLE **Adolescents with cancer: Self-image and perceived social support as indexes of adaptation.**

SOURCE *Journal of Adolescent Research* 1993 Jan; 8(1):124-42.

ABSTRACT Self-image and perceived social support, two indices of adaptation to stress, were used to compare a group of 48 adolescents with cancer to a contrast group of 40 healthy adolescents. The adolescents with cancer were found to be relatively well-adjusted overall. In terms of self-image, adolescents with cancer held a less positive view of their social and sexual selves. In terms of perceived social support, the two groups varied as a function of the type of stressor found most difficult to manage. Influences on future life opportunities were also examined.

Cystic Fibrosis

AUTHOR Kashani JH; Barbero GJ; Wilfley DE; et al.

TITLE **Psychological concomitants of cystic fibrosis in children and adolescents.**

SOURCE *Adolescence* 1988 Winter; 23(92):873-80.

ABSTRACT Children and adolescents with and without cystic fibrosis (CF) and their families were interviewed and administered a battery of instruments to investigate psychological consequences of CF. Findings for the two groups indicate little difference in psychopathology of social development and no difference in hopelessness or self-concept. Results support the conclusion that children and adolescents with CF are only slightly more at risk for psychological disturbance than youth without CF.

AUTHOR Moise JR; Drotar D; Doershuk CF; et al.

TITLE **Correlates of psychosocial adjustment among young adults with cystic fibrosis.**

SOURCE *Journal of Developmental and Behavioral Pediatrics* 1987 Jun; 8(3): 141-8.

ABSTRACT This study found young adults with cystic fibrosis to evidence normal psychological adjustment although exhibiting somewhat low self-esteem. Most study participants make use of flexible coping styles and were judged by their physicians as well adjusted to their disease. Those who reported a repressive or avoidant coping style were more psychologically well-adjusted (both by self-report and physician-report measures).

AUTHOR Smith MS; Gad MT; O'Grady L.

TITLE **Psychosocial functioning, life change, and clinical status in adolescents with cystic fibrosis.**

SOURCE *Journal of Adolescent Health Care* 1983 Dec; 4(4):230-4.

ABSTRACT Results indicate generally favorable adjustment and self-esteem of adolescents with cystic fibrosis, with the majority at grade level, participating in physical education classes, and planning for college and/or career. These adolescents reported a relatively external locus of control and adequate social support from friends and family. Overall, a measure of life event changes found these adolescents to be comparable to the norm, but higher scores were found for those adolescents with a higher level of health impairment.

Diabetes

AUTHOR Hanson CL; Klesges RC; Carle DL; et al.

TITLE **The perceived self-competence of adolescents with insulin-dependent diabetes mellitus: Deficit or strength?**

SOURCE *Journal of Pediatric Psychology* 1990 Oct; 15(5):605-18.

ABSTRACT Two separate studies were used to analyze differences in self-esteem of adolescents with insulin-dependent diabetes mellitus (IDDM). The Self-Perception Profile for Children (SPPC), showed no difference in self-esteem based on age at disease onset and gender.

AUTHOR Kovacs M; Iyengar S; Goldston D; et al.

TITLE **Psychological functioning of children with insulin-dependent diabetes mellitus: A longitudinal study.**

SOURCE *Journal of Pediatric Psychology* 1990 Oct; 15(5):619-32.

ABSTRACT This six-year longitudinal study assessed the psychological functioning of children and adolescents diagnosed with insulin dependent diabetes mellitus (IDDM). Findings following the first year are reported elsewhere (Kovacs et al., 1986). Measures of anxiety, depression, and self-esteem indicate that IDDM did not decrease self-perceived psychological adjustment. Increasing duration of IDDM, however, was found to be associated with increased depressive symptomatology and, in girls, anxiety. Implications of IDDM were viewed as more upsetting and management tasks as more difficult with time.

AUTHOR Littlefield CH; Craven JL; Rodin GM; et al.

TITLE **Relationship of self-efficacy and bingeing to adherence to diabetes regimen among adolescents.**

SOURCE *Diabetes Care* 1992 Jan; 15(1):90-4.

ABSTRACT This study of adolescents with insulin-dependent diabetes mellitus (IDDM) examined the association between treatment adherence and self-concept. Adolescents reporting lower adherence also reported lower self-efficacy, poorer self-esteem, and more depressive symptoms. Binging was somewhat predictive of adherence, especially for adolescent females whose overall adherence was found to be lower than that of adolescent males. Behavioral and cognitive interventions are discussed as a means of increasing compliance.

AUTHOR Ryan CM; Morrow LA.

TITLE **Self-esteem in diabetic adolescents: Relationship between age at onset and gender.**

SOURCE *Journal of Consulting and Clinical Psychology* 1986 Oct; 54(5):730-1.

ABSTRACT This study compared adolescents with early onset (onset at less than 5 years of age) diabetes to adolescents with late onset (onset at or after 5 years of age) diabetes and to nondiabetic controls on the Piers-Harris Self-Concept Scale. Early onset girls scored lower than early onset boys, particularly on the subscales of physical appearance and anxiety. There were no significant differences found between late onset boys and girls or controls.

AUTHOR Varni JW; Babani L; Wallander JL; et al.

TITLE **Social support and self-esteem effects on psychological adjustment in children and adolescents with insulin-dependent diabetes mellitus.**

SOURCE *Child & Family Behavior Therapy* 1989; 11(1):1-17.

ABSTRACT The authors investigated the possible mediating effects of social support and self-esteem on the psychological adjustment of children and adolescents with insulin-dependent diabetes mellitus. Parental perceptions of family and peer social support were found to predict psychological adjustment in children, while only peer social support was found to predict psychological adjustment in adolescents. Though levels of significance varied for children and adolescents, similar patterns were found across internalizing and externalizing behavior problems on measures of social support.

Epilepsy

AUTHOR Friedman IM; Litt IF; King DR; et al.

TITLE **Compliance with anticonvulsant therapy by epileptic youth: Relationships to psychosocial aspects of adolescent development.**

SOURCE *Journal of Adolescent Health Care* 1986 Jan; 7(1):12-7.

ABSTRACT Compliance, as measured by taking prescribed medication and keeping appointments, was found to relate to perceived personal independence, family harmony, and self-esteem.

AUTHOR Viberg M; Blennow G; Polski B.

TITLE **Epilepsy in adolescence: Implications for the development of personality.**

SOURCE *Epilepsia* 1987 Sep/Oct; 28(5):542-6.

ABSTRACT This study assessed subjects and controls through the use of interviews, Osgood type self-esteem scales, and the Thematic Apperception Test (TAT). Results indicated that adolescents with epilepsy more often had a significantly larger discrepancy between self-image and ideal self-image, poorer body and self-image, less stable sexual identity and less adaptive defenses. The authors suggest that the stigma of epilepsy inhibits the adolescents' development of a basic trust in their own bodies and themselves.

AUTHOR: Westbrook LE; Bauman LJ; Shinnar S.
TITLE: **Applying stigma theory to epilepsy: A test of a conceptual model.**
SOURCE: *Journal of Pediatric Psychology* 1992 Oct; 17(5):633-49.

ABSTRACT: Stigma theory offers an explanation of the behavior, perceptions, beliefs, and psychosocial development of stigmatized persons. This study tested a theoretical model of self-esteem in adolescents with idiopathic epilepsy. The model presented depicts several hypothesized relationships between characteristics of epilepsy, including seizure type, seizure frequency, and duration of epilepsy; perceived stigma; management of disclosure; and self-esteem. Results support the hypotheses that seizure type and frequency predict low self-esteem and that high perceived stigma also predicts low self-esteem.

Phenylketonuria (PKU)

AUTHOR: Nowak-Cooperman KM; Trahms CM; Crnic KA.
TITLE: **The impact of assertiveness, self-concept, and coping behavior on self-management abilities in adolescents with phenylketonuria (PKU).**
SOURCE: *Journal of Adolescent Health Care* 1987 May; 8(3):305.

ABSTRACT: A poster session presented at the March 1987 annual meeting of the Society for Adolescent Medicine. Baseline levels of assertiveness, self-concept, coping behavior and self-management ability in adolescents with PKU were examined. Results suggest that positive self-concept and assertiveness interact to play important roles in the development of self-management abilities essential for independent maintenance of good dietary control.

Renal Disease

AUTHOR: Beck AL; Nethercut GE; Crittenden MR; et al.
TITLE: **Visibility of handicap, self-concept, and social maturity among young adult survivors of end-stage renal disease.**
SOURCE: *Journal of Developmental Behavioral Pediatrics* 1986 Apr; 7(2):93-6.

ABSTRACT: This study found visibility of handicap to be inversely related to identity stability, social maturity, and self-esteem. All patients had undergone transplant surgery at least once, but seven remained on dialysis. The researchers also suggest that time may contribute to improved adjustment due to the finding of a positive correlation between self- esteem and years since last transplant.

AUTHOR Melzer SM; Leadbeater B; Reisman L; et al.
TITLE **Characteristics of social networks in adolescents with end-stage renal disease treated with renal transplantation.**
SOURCE *Journal of Adolescent Health Care* 1989 Jul; 10(4):308-12.

ABSTRACT

Adolescents with end-stage renal disease (ESRD) may be particularly susceptible to delayed social development and peer isolation because of the unique physical and psychosocial aspects of their illness. In this study, 16 adolescents with ESRD were compared to 16 adolescents without chronic illness to determine characteristics of their social networks, self-esteem, and body image using the Social Network Youth Questionnaire and the Coopersmith Self-Esteem Scale. Adolescents with ESRD had significantly fewer individuals in their social networks, self-esteem was similar, and body image was slightly lower than adolescents without ESRD.

Physical Disabilities

AUTHOR Arnold P; Chapman M.
TITLE **Self-esteem, aspirations and expectations of adolescents with physical disability.**
SOURCE *Developmental Medicine and Child Neurology* 1992 Feb; 34(2):97-102.

ABSTRACT

The authors examined the relationship of self-esteem in adolescents with and without physical disabilities to future aspirations and expectations. Responses to questionnaires indicate that the self-esteem of the adolescents studied did not differ, and no significant correlation was found between the self-esteem of adolescents with physical disabilities and their future aspirations and expectations. Implications of these findings are discussed.

AUTHOR Bacal SB.
TITLE **Independent living philosophy: A gift for the future.**
SOURCE *Exceptional Parent* 1992 Nov/Dec; 22(8):24.

ABSTRACT

A young woman discusses the importance of a sense of personal independence and self-worth for people with disabilities. The author credits her parents with helping her develop a sense of independence and personal responsibility.

AUTHOR Harvey DHP; Greenway AP.
TITLE **The self-concept of physically handicapped children and their non-handicapped siblings: An empirical investigation.**
SOURCE *Journal of Child Psychology and Psychiatry and allied disciplines* 1984 Apr; 25(2):273-84.

ABSTRACT The Piers-Harris Self-Concept Scale for Children was administered to youth with congenital physical disabilities (from both special and regular schools), their closest sibling, and controls and their closest sibling. Self-concept was poorer among youth with disabilities and to a lesser extent, among their siblings. Special education students scored higher on physical appearance self-concept. The range of scores among youth with disabilities and their siblings was much wider than the range among controls and their siblings. The study was conducted in Melbourne, Australia.

AUTHOR Kashani JH.
TITLE **Self-esteem of handicapped children and adolescents.**
SOURCE *Developmental Medicine and Child Neurology* 1986 Feb; 28(1):81-3.

ABSTRACT A general discussion of approaches to meeting the psychosocial needs of adolescents with disabilities. Particular attention is given to the roles played by the individual with a disability, their peers, family, and clinicians. These actors all contribute to the child's self-image, and they often interact. It is pointed out that the psychosocial effects of a physical disability are most often a function of the input of the people surrounding the affected individual.

AUTHOR Krementz J.
TITLE ***How it feels to live with a physical disability.***
SOURCE Simon and Schuster: New York, 1992, 136.

ABSTRACT Photographs and interviews tell the stories of twelve children and adolescents with physical disabilities, including blindness, dwarfism, cerebral palsy, paralysis, and missing limbs. These youth convey their determination to live full, accomplished lives.

AUTHOR Kriegsman KH; Zaslow EL; D'Zmura-Rechsteiner J.
TITLE ***Taking charge. Teenagers talk about life and physical disabilities.***
SOURCE Woodbine House: Rockville, MD, 1992, 200.

ABSTRACT This book explores a wide range of issues that adolescents with physical disabilities face as they move toward adulthood, including independence, body image, relationships, and sexuality. The book contains creative ideas and solutions for problems faced by teens with physical challenges.

AUTHOR Lawrence B.

TITLE **Self-concept formation and physical handicaps: Some educational implications for integration.**

SOURCE *Disability, Handicap & Society* 1991; 6(2):139-46.

ABSTRACT The author describes formation of self-concept as the generalization of experiences and suggests that experiences and self-concept formation may be affected by the presence of a physical disability. Also discussed is the impact of views of significant others such as parents, educators, and peers on the formation of a positive self-concept. Educational implications are addressed.

AUTHOR National Information Center for Children and Youth with Disabilities (NICHCY).

TITLE **Having a daughter with a disability: Is it different for girls?**

SOURCE *News Digest* 1990 Oct; 14:15.

ABSTRACT Societal differences in the treatment of males and females usually result in less training for independence for girls (daughters) with disabilities. Stereotypes of females as dependent and passive, and the absence of positive, successful role models, places women with disabilities at a disadvantage in the areas of employment and independent living. This edition of News Digest suggests ways parents can foster independence at home and at school. To order, call NICHCY at 202/416-0300.

AUTHOR Pless IB; Cripps HA; Davies JM; et al.

TITLE **Chronic physical illness in childhood: Psychological and social effects in adolescence and adult life.**

SOURCE *Developmental Medicine and Child Neurology* 1989 Dec; 31(6):746-55.

ABSTRACT A 36-year longitudinal study comparing psychosocial development of 467 individuals who had a chronic illness during childhood with a population which did not. Data was collected at intervals of two years or less up to age 15 and at five year intervals after. The control group and those who had experienced a chronic illness during childhood showed similar development later in life. At 15-26 years-of-age, persons with chronic illness exhibited more emotional problems. Social class, and economic differences also had an effect on later adjustment.

AUTHOR: Sherrill C; Hinson M; Gench B; et al.
TITLE: **Self-concepts of disabled youth athletes.**
SOURCE: *Perceptual and Motor Skills* 1990 Jun; 70(3,Pt.2):1093-8.

ABSTRACT: A study examining the self-concept of 158 youth athletes with disabilities who completed in the first Pan American Victory Games for youth with disabilities. Results showed that mean self-concept scores for this population fell within, or close to, the ranges found when testing youth without disabilities. Results of this study were used to begin a data base on self-concept of youth athletes with disabilities.

Arthritis

AUTHOR: Litt IF; Cuskey WR; Rosenberg A.
TITLE: **Role of self-esteem and autonomy in determining medication compliance among adolescents with juvenile rheumatoid arthritis.**
SOURCE: *Pediatrics* 1982 Jan; 69(1):15-7.

ABSTRACT: The authors examined the role of self-esteem and autonomy on compliance with salicylate therapy by adolescents with juvenile rheumatoid arthritis (JRA). Adolescents with higher self-esteem and greater autonomy were found to be more compliant. More symptoms at onset and longer duration of disease were associated with lower self-esteem and poorer compliance in adolescence. The authors suggest that adolescents at higher risk for noncompliance can be identified and prevention/intervention strategies undertaken. Also, techniques to improve self-concept and autonomy can be employed to increase compliance.

AUTHOR: Stefl ME; Shear ES; Levinson JE.
TITLE: **Summer camps for juveniles with rheumatic disease: Do they make a difference?**
SOURCE: *Arthritis Care and Research* 1989 Mar; 2(1):10-15.

ABSTRACT: This study was conducted to determine the psychosocial impact of a summer camping experience on children and adolescents with rheumatic diseases. Self-reports indicate a positive effect of camping on both locus of control and self-esteem. Results were maintained after a six-month follow-up period. Implications of these findings are discussed, including impact of previous camping experience and gender.

Cerebral Palsy

AUTHOR: Magill J; Hurlbut N.
TITLE: **The self-esteem of adolescents with cerebral palsy.**
SOURCE: *The American Journal of Occupational Therapy* 1986 Jun; 40(6):402-7.

ABSTRACT: This study compared adolescents with cerebral palsy (CP) to adolescents without disabilities, matched by sex, school, age and IQ. The researchers found a significant difference between males and females with CP. Girls with CP scored significantly lower than all other groups on physical and social self-esteem. Boys with CP, however, did not differ significantly from peers without disabilities. Ramifications are discussed as they relate to interactionist theory and occupational therapy.

AUTHOR: Magill-Evans JE; Restall G.
TITLE: **Self-esteem of persons with cerebral palsy: From adolescence to adulthood.**
SOURCE: *American Journal of Occupational Therapy* 1991 Sep; 45(9):819-25.

ABSTRACT: This 7-year longitudinal study compared the self-esteem of adolescents with cerebral palsy to their adolescent peers without disabilities. Female adolescents with cerebral palsy reported lower self-esteem than male and female peers. Male subjects with cerebral palsy reported self-esteem similar to male peers as adolescents and as adults. An observed increase in self-esteem from adolescence to early adulthood, especially for women with cerebral palsy, was attributed to relationships and experiences.

AUTHOR: Resnick MD.
TITLE: **Sociological and social psychological influences on the self-concept of physically disabled adolescents.**
SOURCE: *Journal of Adolescent Health Care* 1985 Jul; 6(4):340.

ABSTRACT: An abstract of a paper presented at the Annual Meeting of the Society for Adolescent Medicine, March 1985. Adolescents with cerebral palsy were interviewed and tested to assess the relationship between varying levels of self-concept, selected social activities, and perceptions of family overprotectiveness. Significantly higher self-concept scores were found for many of the variables. Teens perceiving their parents as overprotective showed significantly poorer self-concept on each dimension of the measure.

AUTHOR: Resnick MD.
TITLE: **Sociological and social psychological factors influencing self-image among physically disabled adolescents.**
SOURCE: *International Journal of Adolescent Medicine and Health* 1986 Jul; 2(3):211-22.

ABSTRACT: Investigation of sociological and social psychological factors associated with a positive self-image among teens with disabilities underscored the importance of incorporating opportunity into the lives of all adolescents, particularly those with physical disabilities.

AUTHOR: Resnick MD; Hutton L.
TITLE: **Resiliency among physically disabled adolescents.**
SOURCE: *Psychiatric Annals* 1987 Dec; 17(12):796-800.

ABSTRACT: This study investigated the relationship between self-esteem and a number of independent variables including: demographics, peer discretionary time, family, and self-perception. Fifty-two percent of the variance in the self-image of these adolescents was accounted for by the following variables listed in order of importance: perception of self as disabled, doing household chores, perception of self as being different from peers, having a network of friends, friends being non-disabled, and parental overprotectiveness.

Spina Bifida

AUTHOR: Blum RW; Resnick MD; Nelson R; et al.
TITLE: **Family and peer issues among adolescents with spina bifida and cerebral palsy.**
SOURCE: *Pediatrics* 1991 Aug; 88(2):280-5.

ABSTRACT: A study of interaction patterns in family and peer relationships of 162 adolescents with either spina bifida or cerebral palsy. Nearly all of the adolescents had close relationships with parents involving a high dependency on personal care. Very limited relationships with peers were reported. Dating was rare. The results of this study indicate that high levels of dependency on parents can lower self-esteem. The authors recommend reducing isolation by normalizing social experiences with both family and friends.

AUTHOR: Bodzioch J; Roach JW; Schkade J.
TITLE: **Promoting independence in adolescent paraplegics: A 2-week "camping" experience.**
SOURCE: *Journal of Pediatric Orthopedics* 1986 Mar/Apr; 6(2):198-201.

ABSTRACT: Six teens with paraplegia (one with a spinal cord injury and five with spina bifida) participated in a hospital-based independent living "camp" for two weeks. Participants were given pre- and post-tests on the Piers-Harris Self-Concept Scale, the Wide Range Interest and Occupational Test, and on activities of daily living. Results indicated improvement on these measures following the program as compared to matched controls. Results were not found to be statistically significant. Campers, parents, and staff reported positive perception of the experience.

AUTHOR: MacBriar BR.
TITLE: **Self-concept of preadolescent and adolescent children with a meningomyelocele.**
SOURCE: *Issues in Comprehensive Pediatric Nursing* 1983 Jan/Feb; 6(1):1-11.

ABSTRACT: A study of 19 patients and 30 unaffected siblings relating self-concept to degree of disability.

AUTHOR: Pearson A; Carr J; Halliwell M.
TITLE: **The self concept of adolescents with spina bifida.**
SOURCE: *Zeitschrift Fur Kinderchirurgie* 1985 Dec; 40(Suppl. 1):27-30.

ABSTRACT: The self-image of adolescents with spina bifida was assessed using three instruments: the Piers-Harris Children's Self-Concept Scale, the Homonyms Test, and the "Which One is You" test. For both younger and older adolescents, results indicated that self concepts didn't differ markedly from those of their healthy peers. Further, no association emerged between self-concept and degree of disability or type of school attended (regular or special education). However, early hospitalization correlated negatively with self-concept for twelve-year-olds. (These data were not available for older adolescents.)

Craniofacial or Limb Differences

AUTHOR: Arndt EM; Travis F; Lefebvre A.
TITLE: **Beauty and the eye of the beholder: Social consequences and personal adjustments for facial patients.**
SOURCE: *British Journal of Plastic Surgery* 1986 Jan; 39(1):81-4.

ABSTRACT: This study was conducted to assess the perceptions of patients with facial deformities following plastic and reconstructive surgery. Self-reports and reports of non-medical observers indicated significant improvement in appearance. Self-esteem increased from pre- to postoperative ratings. Postoperative interviews and parent reports indicated greater confidence, improved school performance, and increased social acceptance.

AUTHOR Lefebvre A; Barclay S.

TITLE **Psychosocial impact of craniofacial deformities before and after reconstructive surgery.**

SOURCE *Canadian Journal of Psychiatry* 1982 Nov; 27(7):579-84.

ABSTRACT Patients with severe craniofacial deformities were interviewed before and after surgery to determine changes in body image and self-esteem. Patients' self-ratings of appearance increased after surgery. Most patients also reported improvement in quality of life, improved job or school performance, and improved psychosocial adjustment. Disappointment or family tension resulted when patients had unrealistic expectations or were not involved in the decision-making process.

AUTHOR Leonard BJ; Brust JD; Abrahams G; et al.

TITLE **Self-concept of children and adolescents with cleft lip and/or palate.**

SOURCE *The Cleft Palate-Craniofacial Journal* 1991 Oct; 28(4):347-53.

ABSTRACT This study examined the interactions of gender and age with self-concept of children and adolescents with cleft lip and/or palate. Results indicated that subjects had adapted well psychosocially. Except for adolescent girls, subjects reported average and above average scores on global self-concept and on all cluster scales except popularity. Age by itself was not found to be associated with self-concept. Self-concept scores decreased for adolescent girls in comparison to younger girls and increased for adolescent boys in comparison to younger boys. Results are discussed, and implications for clinical practice and further research are suggested.

AUTHOR Pertschuk MJ; Whitaker LA.

TITLE **Psychosocial adjustment and craniofacial malformations in childhood.**

SOURCE *Plastic and Reconstructive Surgery* 1985 Feb; 75(2):177-84.

ABSTRACT Craniofacial patients were evaluated prior to surgery in order to establish a baseline level of psychosocial functioning. Findings indicated higher levels of anxiety and introversion and poorer self-concept for these pre- and early adolescent patients. Parents also reported more negative social experiences including teasing. This study found limitations rather than deficits in psychosocial functioning. The authors suggest that adolescents and adults may be at greater psychosocial risk.

AUTHOR Pertschuk MJ; Whitaker LA.

TITLE **Social and psychological effects of craniofacial deformity and surgical reconstruction.**

SOURCE *Clinics in Plastic Surgery* 1982 Jul; 9(3):297-306.

ABSTRACT The authors present preliminary findings on the psychosocial functioning of children, adolescents, and adults with craniofacial anomalies prior to and following surgery. Patients 13 years and younger appear to function better than patients 14 years and older, particularly on measures of social isolation, self-concept, anxiety, and depression. Improvement in postoperative appearance was found to be correlated with improvement in psychosocial measures. Implications, including timing of surgery, are discussed.

AUTHOR Varni JW; Rubenfeld LA; Talbot D; et al.

TITLE **Determinants of self-esteem in children with congenital/acquired limb deficiencies.**

SOURCE *Journal of Developmental and Behavioral Pediatrics* 1989 Feb; 10(1): 13-6.

ABSTRACT This study examined the relationship between self-esteem in children with limb deficiencies and social support, family functioning, self-perception of appearance, school performance, behavior, athletic performance, social competence, and daily stress. Findings indicate that positive social supports and self-perceptions were associated with increased self-esteem, and higher family conflict was associated with lower self-esteem. Recommendations for improving self-esteem are given.

AUTHOR Varni JW; Setoguchi Y; Rappaport LR; et al.

TITLE **Psychological adjustment and perceived social support in children with congenital/acquired limb deficiencies.**

SOURCE *Journal of Behavioral Medicine* 1992 Feb; 15(1):31-44.

ABSTRACT This study was designed to investigate the psychological adjustment factors and perceived social support of children with congenital/acquired limb deficiencies. Degree of limb loss was not found to be significantly associated with psychological adaptation. Differential associations were found between psychological adjustment (depressive symptomatology, trait anxiety, and general self-esteem) and various social support domains (classmate, parent, teacher, and friend). A high level of perceived classmate social support was associated with more favorable psychological adjustment.

Emotional and Behavioral Disorders

AUTHOR: Connolly J.
TITLE: **Social self-efficacy in adolescence: Relations with self-concept, social adjustment, and mental health.**
SOURCE: *Canadian Journal of Behavioural Science* 1989 Jul; 21(3):258-69.

ABSTRACT: The author compared the social self-efficacy in adolescents with emotional disturbances to a control group of high school students. A social self-efficacy scale was developed and evaluated to measure expected mastery of problematic interpersonal situations in the following areas: friendship/intimacy; social assertiveness; social groups/parties; public performance; and giving/receiving help. Adolescents with emotional disturbances reported lower self-efficacy. Findings indicate that the construct social self-efficacy contributes to social self-concept and is important to social adjustment and mental health.

AUTHOR: Hauser ST; Jacobson AM; Noam G; et al.
TITLE: **Ego development and self-image complexity in early adolescence: Longitudinal studies of psychiatric and diabetic patients.**
SOURCE: *Archives of General Psychiatry* 40 1983 Mar; 40(3):325-32.

ABSTRACT: The authors describe results of the first year of a four-year longitudinal study of ego development and self-image in three groups: adolescent psychiatric patients; adolescents with insulin-dependent diabetes mellitus; and a control group of adolescents. Findings indicated that the psychiatric group was at the lowest level of ego development; the control group was at the highest level followed by the diabetic group. In each group, girls were found to be in a higher ego state than boys. Measures of self-image indicated less complex views of self in the psychiatric and diabetic groups; adolescents in the psychiatric group held very polarized self-images.

AUTHOR: Isberg RS; Hauser ST; Jacobson AM; et al.
TITLE: **Parental contexts of adolescent self-esteem: A developmental perspective.**
SOURCE: *Journal of Youth and Adolescence* 1989 Feb; 18(1):1-23.

ABSTRACT: The relationship between parents' accepting and devaluing comments and the self-esteem of adolescents with psychiatric disabilities, diabetes, and non patients was observed during semistructured family discussions. Among adolescents at higher stages of ego development, self-esteem was found to be more independent of parents' evaluative comments. Boys with psychiatric disabilities were found to have the strongest associations between parental feedback and self-esteem.

AUTHOR: Schweitzer RD; Seth-Smith M; Callan V.
TITLE: **The relationship between self-esteem and psychological adjustment in young adolescents.**
SOURCE: *Journal of Adolescence* 1992 Mar; 15(1):83-97

ABSTRACT: The researchers examined the self-concepts of a group of adolescents referred to clinics for treatment of emotional and behavioral disorders and a matched non-clinical group of adolescents. The clinical group demonstrated lower general self-esteem, self-concept of emotional stability, and self-perception of parent relations. Findings are discussed in terms of a multi-dimensional construct of self-concept.

Sensory Disabilities

AUTHOR: Beaty LA.
TITLE: **Adolescent self-perception as a function of vision loss.**
SOURCE: *Adolescence* 1992 Fall; 27(107):707-14.

ABSTRACT: This study examined the impact of vision loss on adolescent's perceived self-concept. Responses to a questionnaire indicated that visually impaired adolescents experienced a lower global sense of self and viewed themselves more negatively in relation to their families than did their non-impaired peers.

AUTHOR: Brooks HC; Ellis GJ.
TITLE: **Self-esteem of hearing-impaired adolescents: Effects of labeling.**
SOURCE: *Youth and Society* 1982 Sep; 14(1):59-80.

ABSTRACT: A study of 51 adolescents with hearing impairments or deafness to examine the effects of variations in hearing impairment on self-esteem and to determine the impact of social stigma as a mediating factor. Results indicate higher self-esteem in adolescents with hearing impairments compared to adolescents with deafness. Researchers believed this results from the mediating perceptions of others, rather than direct result of the labels of deaf or hard of hearing.

AUTHOR Cates JA.

TITLE **Self-concept in hearing and prelingual, profoundly deaf students: A comparison of teachers' perceptions.**

SOURCE *American Annals of the Deaf* 1991 Oct; 136(4):354-9.

ABSTRACT This study compared teachers' ratings of deaf and hearing students' self-concepts. No significant differences were found in observer reports of global self-concept. However, hearing teachers' perceptions were in closer agreement with hearing students' perceptions of emotional response, comfort in the school setting and cooperation with peers. Findings suggest that self-concepts of deaf and hearing students do not differ, but differences between deaf and hearing cultures may be a confounding variable in research.

AUTHOR Hopper C.

TITLE **Self-concept and motor performance of hearing impaired boys and girls.**

SOURCE *Adapted Physical Activity Quarterly* 1988 Oct; 5(4):293-304.

ABSTRACT This pilot study assessed the self-concept and motor performance of students with hearing impairments. Results indicate that girls viewed themselves as more athletically competent, socially accepted, and physically attractive than did boys. Both boys and girls reported feeling most competent in the scholastic domain and less competent in the social acceptance and athletic domains. The physical appearance domain was found to be most related to global self-worth. Implications of these findings are discussed.

AUTHOR Koelle WH; Convey JJ.

TITLE **The prediction of the achievement of deaf adolescents from self-concept and locus of control measures.**

SOURCE *American Annals of the Deaf* 1982 Oct; 127(6):769-79.

ABSTRACT This study examined the relationship of self-concept and locus of control to achievement of deaf adolescents from four residential schools. Instruments were administered in original form and in modified form to compensate for problematic syntax and vocabulary. Self-concept was found to be a better predictor of achievement than either locus of control or parental hearing status. Implications for researchers and teachers of the deaf are discussed.

AUTHOR Loeb R; Sarigiani P.
TITLE **The impact of hearing impairment on self-perceptions of children.**
SOURCE *Volta Review* 1986 Feb/Mar; 88(2):89-100.

ABSTRACT

This study compared personality differences in African-American and Caucasian students with varying degrees of hearing impairments and visual impairments. Students with hearing impairments were found to have lower self-esteem and more problems in peer and family relations. Contrary to the general population, African-American students with hearing impairments were found to have a more internal locus of control; Caucasian students with hearing impairments were found to have an external locus of control.

AUTHOR Obiakor FE; Stile SW.
TITLE **The self-concepts of visually impaired and normally sighted middle school children.**
SOURCE *Journal of Psychology* 1990 Mar; 124(2):199-206.

ABSTRACT

This study was conducted to compare the development of self-concept in students in grades 6,7, and 8 with and without visual impairments. Self-concept was assessed in four areas: physical maturity; peer relations; academic success; and school adaptiveness, each of which included the subscales self-knowledge, self-esteem, and self-ideal. Students with visual impairments scored higher on 5 of the 12 subscales. Between-group differences in self-concept scores were small and not affected by grade level.

AUTHOR Yachnik M.
TITLE **Self-esteem in deaf adolescents.**
SOURCE *American Annals of the Deaf* 1986 Oct; 131(4):305-10.

ABSTRACT

This study examined self-esteem in late adolescent deaf students with deaf parents and deaf students with hearing parents. Results suggest that deaf adolescents with deaf parents have higher global self-esteem and higher self-esteem with respect to certain components. Self-esteem is analyzed as a multidimensional phenomenon. Findings of discrepancies between the two groups of students and their parents are discussed.

Learning Disabilities

AUTHOR: Casale JS.
TITLE: **At risk: The special education student.**
SOURCE: *Student Assistance Journal* 1991 Sep/Oct; 4(2):20-2.

ABSTRACT: The school environment can be highly stressful for special education students, especially those with learning disabilities. This combination of developmental issues and high stress puts the student at risk for alcohol and drug abuse. Because these special education students also frequently have low self-esteem, the risk of drug abuse is increased. Prevention programs need to address the underlying feelings and work at establishing coping skills and self-esteem. The programs must also be designed to meet the special education students' cognitive abilities.

AUTHOR: Knoff HM.
TITLE: **Learning disabilities in the junior high school: Creating the six-hour emotionally disturbed adolescent?**
SOURCE: *Adolescence* 1983 Fall; XVIII(7):541-50.

ABSTRACT: Review of literature on the interaction of self-concept and academic, peer, family, and community systems for adolescents with learning disabilities.

AUTHOR: Lenkowsky RS; Barowsky EI; Dayboch M.
TITLE: **Effects of bibliotherapy on the self-concept of learning disabled, emotionally handicapped adolescents in a classroom setting.**
SOURCE: *Psychological Reports* 1987 Oct; 61(2):483-8.

ABSTRACT: Bibliotherapy involves reading literature which permits identification with characters and situations while creating an emotional distance at which issues and conflicts can be addressed. In this study, four groups of adolescents with learning and emotional disabilities read either "bibliotherapeutic" or general literature with or without weekly discussions. Increases in self-concept were associated with the "bibliotherapeutic" groups but were not found to be related to discussions.

AUTHOR: Omizo MM; Fuang-Luan GL; Williams RE.
TITLE: **Rational-emotive education, self-concept, and locus of control among learning disabled students.**
SOURCE: *Journal of Humanistic Education and Development* 1986 Dec; 25(2): 58-69.

ABSTRACT: The effects of rational-emotive education (REE) program on the self-concept and locus of control of adolescents with learning disablilities are investigated. The results lend strong support to the REE strategy as enabling the students' self-concept and locus-of-control. The feasibility of the program is also enhanced by the fact that the REE sessions are able to be administered without much training.

AUTHOR Pickar DB; Tori CD.
TITLE **The learning disabled adolescent: Eriksonian psychosocial development, self-concept, and delinquent behavior.**
SOURCE *Journal of Youth and Adolescence* 1986 Oct; 15(5):429-40.

ABSTRACT

The Eriksonian stages of psychosocial development, self-concept and delinquent behavior were three variables compared between students of average intelligence and those with learning disabilities. The difference in overall self-concept score between the two groups was not statistically significant. However, other differences are noted and discussed.

AUTHOR Raviv D; Stone CA.
TITLE **Individual differences in the self-image of adolescents with learning disabilities: The roles of severity, time of diagnosis, and parental perceptions.**
SOURCE *Journal of Learning Disabilities* 1991 Dec; 24(10):602-11, 629.

ABSTRACT

In the first of two studies, 49 adolescents with learning disabilities (LD) were compared to 49 adolescents without LD in terms of self-image. Those with LD scored lower than those without LD, and early-diagnosed adolescents scored lower than later-diagnosed adolescents. LD severity was not found to be related to self-image scores. In the second study, parents rated 28 adolescents in the LD group in terms of self-image. Parental perceptions were lower and moderately related to adolescent self-image scores. Results are discussed in terms of a multidimensional self-image affected by various factors.

AUTHOR Silverman R; Zigmond N.
TITLE **Self-concept in learning disabled adolescents.**
SOURCE *Journal of Learning Disabilities* 1983 Oct; 16(8):478-82.

ABSTRACT

Two studies were conducted to examine the self-concepts of adolescents with learning disabilities (LD). Results of the first study indicate that the overall mean self-concept scores of urban adolescents with learning disabilities representing a wide range of socioeconomic levels do not differ from age-appropriate norms. The second study found no significant differences in self-concept when urban, suburban, and rural students with LD and urban students without LD were included. Directions for future research are suggested.

AUTHOR Tomlan PS.
TITLE **Self-awareness, self-understanding and self-concept.**
SOURCE *Academic Therapy* 1985 Nov; 21(2):199-204.

ABSTRACT In this article, a special education teacher suggests that the awareness and understanding of one's self as learning disabled may play a key role in increasing self-concept among adolescents with learning disabilities. The teacher's role in developing this understanding is discussed.

AUTHOR Widaman KF; MacMillan DL; Hemsley RE; et al.
TITLE **Differences in adolescents' self-concept as a function of academic level, ethnicity, and gender.**
SOURCE *American Journal on Mental Retardation* 1992 Jan; 96(4):387-403.

ABSTRACT This study presented a self-concept inventory assessing 11 aspects of self-concept in a sample of 8th grade students stratified with regard to academic level (regular class, educationally marginal, learning disabled), ethnicity (White, Black, Hispanic), and gender. Regular class students and African-American students had higher levels of self-concept than the two other groups. Caucasian students who were educationally marginal had the lowest level of academic and verbal self-concept.

AUTHOR Williams RE.
TITLE **Social and emotional development of the learning disabled.**
SOURCE *EDRS* 1985 Apr:12.

ABSTRACT This paper, presented at the annual meeting of the American Educational Research Association, discusses four studies of elementary and secondary aged students. Compared to students without learning disabilities (LD), students with LD had significiantly lower self-image, more internal locus of control regarding intellectual achievement, and more external locus of control regarding intellectual failures. No differences were found in: relationships between self-concept and ideal self-concept, and gender identification. (To order: call 800/443-3742. ED #263 700.)

Mental Retardation

TITLE — ***The pursuit of leisure: Enriching the lives of people who have a disability.***

SOURCE — The Roehr Institute;Kinsmen Bldg, York University
4700 Keele St.; North York, Ontario, Canada M3J 1P3
416/661-9611, 1989, 136.

ABSTRACT — A collection of perspectives on leisure for people who have disabilities, particularly those with a mental disability. It examines how participation and inclusion generate feelings of self-worth and belonging in individuals. As well as presenting a unique perspective on the issue, each author also believes that accepting relationships often formed in leisure activities adds a necessary dimension to our lives. (Cost: $16.00, order no. 0-920121-45-4.)

AUTHOR — Baroff GS.
TITLE — ***Developmental disabilities. Psychosocial aspects.***
SOURCE — Pro-Ed: Austin, TX, 1991, 259.

ABSTRACT — This resource/training book is a discussion of the psychological and social impact of developmental disability on the individual throughout the life span. The text includes: the effect of disability; habilitative services commonly used by persons with developmental disabilities, with an emphasis on self-esteem; and an in-depth examination of each of the major developmental disabilities-mental retardation, autism, cerebral palsy, and epilepsy. An epilogue summarizes the main psychosocial effects of developmental disabilities.

AUTHOR — Frank RA; Edwards JP.
TITLE — ***Building self-esteem. A guide for parents and professionals working with persons with developmental disabilities.***
SOURCE — Pro-Ed: Austin, TX, 106.

ABSTRACT — Young people with developmental disabilities often suffer from poor self-esteem because of feelings of frustration, helplessness, anger, and depression. This book addresses issues of early parent/professional interaction and the importance of activities and experiences that develop self-confidence and healthy, positive self-esteem.

AUTHOR Levy-Shiff R; Kedem P; Sevillia Z.
TITLE **Ego identity in mentally retarded adolescents.**
SOURCE *American Journal on Mental Retardation* 1990 Mar; 94(5):541-9.

ABSTRACT The authors' findings indicate adolescents with mental retardation have a unique profile of identity which differs from both their chronological and mental age mates. Correlations were done between identity and adjustment for adolescents with mental retardation which indicate that a higher level of adjustment was associated with a more consolidated identity. Self-control and low level of impulsiveness were good predictors of adjustment.

EDITOR Pueschel SM.
BOOK ***The young person with Down syndrome - .Transition from adolescence to adulthood.***
SOURCE Paul H. Brookes: Baltimore, 1988:256.

ABSTRACT Discussion of critical issues surrounding transition to adult life around the following areas: independent living, sex and marriage, self-awareness and esteem, employment, recreation, social integration. There is a chapter on leisure education for students with disabilities that discusses teaching leisure skills and the use of school resources to support leisure education.

AUTHOR Siperstein GN.
TITLE **Special issue on social skills.**
SOURCE *American Journal on Mental Retardation* 1992; 96(4):357-462.

ABSTRACT This special issue focuses on social competence in the field of mental retardation. Review and research articles address preschool through adult years and include: social skills; cognitive problem-solving; loneliness; self-concept; social skills in employment settings; and social support networks.

AUTHOR Stager SF; Chassin L; Young RD.
TITLE **Determinants of self-esteem among labeled adolescents.**
SOURCE *Social Psychology Quarterly* 1983; 46(1):3-10.

ABSTRACT The impact of labels, such as "special education student", upon self-esteem was examined. Adolescents with and without mental retardation were not found to differ in terms of self-esteem. However, low self-esteem was found to be associated with acceptance of a negative societal evaluation of the label and with a negative view of either self or the label. The authors conclude that low self-esteem is not an inevitable outcome of the process of social labeling.

EDUCATIONAL MATERIALS

TITLE	**Beyond Boundaries**
SUPPLIER	Center for Children with Chronic Illness & Disability
ADDRESS	University of Minnesota; Box 721, 420 Delaware St. SE; Minneapolis, MN 55455
PHONE	612/626-2399
PRODUCER	Andy Halper, Project Director. Jointly sponsored by the Center for Children with Chronic Illness and Disability, the Minneapolis YMCA and the Minnesota Governor's Planning Council on Developmental Disabilities.
ABSTRACT	"Beyond Boundaries," a 15-minute video, shows youth of differing abilities in a camp environment doing what kids do—playing, having fun, and learning. The video can be used to promote programs on inclusion or to begin community discussions. It can be used in the classroom or workshop as the centerpiece of a unit on inclusion. Purchase: $9.95; Rental at no charge from the Minnesota Governor's Planning Council on Developmental Disabilities, 612/296-4018.

TITLE	**Building Self-Esteem Lessons**
SUPPLIER	National Learning Differences Network (NLDN)
ADDRESS	82 S. Townline Rd.; Sandusky, MI 48471
PHONE	313/648-2125
PRODUCER	William Gladden Foundation (WV)
ABSTRACT	Sixteen pages of lessons which will help build self-esteem; designed for use with elementary through high school students with learning disabilities. (Order #1296) Purchase: $5.00.

TITLE	**CASE Study (Communication and Self-Esteem)**
SUPPLIER	Thinking Publications
ADDRESS	PO Box 163; 424 Galloway St; Eau Claire, WI 54702-0163
PHONE	800/225-4769; 715/832-2488
PRODUCER	M. Ann Marquis and Elaine Addy-Trout
ABSTRACT	The CASE Study Curriculum uses self-esteem topics as the vehicle to teach the end goal: effective communication skills. Topics include: 1) Developing a Group Concept; 2) Communication with Others; 3) Understanding Oneself; 4) Exploring Self-Concept; 5) Defining Self-Esteem; 6) Decision Making and Problem Solving; 7) Analyzing Family Issues; 8) Social Values and Myths. Purchase: $35.00 (plus $3.50 shipping and handling).

TITLE	**Life Centered Career Education: Personal-Social Skills**
SUPPLIER	The Council for Exceptional Children
ADDRESS	1920 Association Dr; Dept K3012; Reston, VA 22091-1589
PHONE	703/620-3660
PRODUCER	Donn Brolin
ABSTRACT	This curriculum provides regular and special education teachers with field-tested classroom activities designed to develop students' competencies in interpersonal relationships and problem-solving situations. Topics include: achieving self-awareness; acquiring self confidence; achieving socially responsible behavior; maintaining good interpersonal skills; achieving independence; making adequate decisions; and communicating with others (No. P368). Other components of the Life Centered Career Education Curriculum Based Approach are available from CEC. Purchase: $400.00 (plus 4% shipping and handling).

TITLE	**Me, Myself, and I! A Comprehensive Drug Education Curriculum for Junior High & High School Educable Mentally Disabled Students**
SUPPLIER	Project Oz
ADDRESS	502 S. Morris Av.; Bloomington, IL 61701
PHONE	309/827-0377
PRODUCER	Project Oz
ABSTRACT	An innovative approach to education and prevention of substance abuse with special populations. The manual's sections include: 1) What is Self-Esteem? 2) Where Does Self-Esteem Come From? 3) What Can I do to Improve my Self-Esteem? The program is specifically designed to assist participants in responding to and addressing the variety of issues, stresses, and problems they face in a more productive and positive manner. Materials and information are presented in varying formats so as to stimulate the visual, auditory, and kinesthetic senses. Purchase: $200.00 (plus shipping and handling); Rental: $50.00.

TITLE	**Mirror, Mirror. Facial Disfigurement**
SUPPLIER	Filmakers Library
ADDRESS	124 E. 40th St.; New York, NY 10016
PHONE	212/808-4980
PRODUCER	Canadian Broadcasting Corporation
ABSTRACT	This 27-minute video examines the lives of several people of various ages who have facial disfigurements, a difficult disability because it tends to alienate others. A psychiatrist discusses the rejection and low self-esteem that people with disfigurements may suffer. Many of the people in this film have broken the cycle with support from family and community. They have come to terms with their appearance(s) and are living fully engaged lives. A discounted price is available for nonprofit programs. Purchase: $295.00; Rental: $55.00.

TITLE	**No More B.S.: A Realistic Survival Guide for Disability Rights Activists**
SUPPLIER	People First of Washington
ADDRESS	P.O. Box 648; Clarkston, WA 99403
PHONE	509/758-1123 or 800/758-1123
PRODUCER	Victoria Medgyesi, People First of Washington
ABSTRACT	This book is written by disability rights activists. It promotes self-advocacy, the development of self-esteem, and community organization as a way of fighting discrimination and securing rights for persons with disabilities. It is written in a strong "straight-shooting, myth bashing tell-it-like-it is" style. A companion booklet is available for direct service providers. Purchase : $10.00.

TITLE	**Personal and Social Responsibility**
SUPPLIER	Institute for Affective Skill Development
ADDRESS	PO Box 880; La Luz, NM 88337
PHONE	505/437-5282
PRODUCER	Constance H. Dembrowsky
ABSTRACT	This curriculum package is designed to develop self-esteem and internal motivation in high school youth with disabilities or chronic illnesses. It is not merely a collection of activities, but is a task-analyzed, scope, and sequenced program. This experientially based, 82 lesson curriculum develops the students' sense of personal responsibility to make a success of their own lives while challenging them to exercise their social responsibility to others. Students deal successfully with "real world" choices as they learn specific steps to gain more influence and control over what happens to them in life. An optional ten-session Parent Program is included to help parents assist young adults in assuming self-responsibility.

TITLE	**Yes You Can!**
SUPPLIER	National Easter Seal Society
ADDRESS	230 West Monroe, Suite 1800; Chicago, IL 60606
PHONE	312/726-6200
PRODUCER	J East; J Russo
ABSTRACT	This upbeat 36-page illustrated booklet is written to help youth and young adults with learning disabilities understand and help themselves. Information about learning disabilities is provided with the goal of decreasing frustration and raising self-esteem. Resources for parents are included. Purchase: $3.50 (plus shipping and handling).

PROGRAMS

NAME	**Encourage: A Program for Teens with Chronic Illness**
CONTACT	Kathryn McCraw-Schuchman
AFFILIATION	St. Paul Children's Hospital
ADDRESS	345 N. Smith Av.; St. Paul, MN 55102
PHONE	612/220-6716 or 612/220-6720
ABSTRACT	The Encourage program is designed to help teens who are diagnosed with a chronic or life threatening illness adjust to the changes in their lives, cope with hospitalization and medical treatments, and deal with issues surrounding chronic illness. Teens who are in need of support are matched with a peer helper who has experienced a similar illness. Contact between teen and peer helper can occur in a number of ways and varies depending on the needs and current challenges a teen is experiencing with his or her illness.

NAME	**Mountaineer Spina Bifida Camp**
CONTACT	Sylvia Boggs
AFFILIATION	Private, non-profit corporation
ADDRESS	3135 16th Street Rd; Huntington, WV 25701
PHONE	304/528-5800
ABSTRACT	Mountaineer Spina Bifida Camp, Inc., operates a one-week camping program for youth with spina bifida. The objectives are to promote independence, self-esteem, and the development of social skills through recreation, socialization, and educational experiences. Campers spend 5 to 6 days and nights in a setting with a high ratio of staff per camper, participating in swimming, boating, fishing, a physical fitness/exercise routine, campfires, parties, crafts, etc. Close medical supervision is provided by a camp physician and nurses. A secondary benefit of the program is that it offers respite to the campers' families. Educational focus is on nutrition and weight control, self-catheterization, physical fitness in terms of upper body function.

NAME	**Partners for Disabled Youth**
CONTACT	Cheryl Vazza-Scott
ADDRESS	c/o Massachusetts Office on Disability One Ashburton Place, Rm 1305; Boston, MA 02108
PHONE	617/727-7440; 800/322-2020
ABSTRACT	Partners for Disabled Youth (PDY), Inc. is a nonprofit organization serving youth and young adults (ages 6-22) who have disabilities. Partners arranges supportive one-to-one relationships between youth and adults with similar disabilities. Its purpose is to provide disabled youth with role models who will enhance their self-esteem and give them greater confidence for facing their futures. The program also sponsors recreational and educational programs throughout the year, offering youth opportunities to discover their unique talents, abilities, and social skills. There is a small program fee for participation.

NAME	**The Children's Dispensary, Inc.**
CONTACT	Jim Nulty
ADDRESS	2015 Western Av., #233; South Bend, IN 46629-1003
PHONE	219/234-1169
ABSTRACT	The Children's Dispensary, Inc. is a private nonprofit social service organization that serves children and youth with disabilities and their families through several quality programs determined by the need of the community. "Fun & Learn" is a Saturday morning program for children ages 6-16 who are having difficulties in school, neighborhood or home due to a learning disability, attention deficit disorder or other psychosocial or learning "difference". The goal of the program is to raise self-esteem through a supportive, structured environment and task oriented workshops utilizing university student volunteers as role models, mentors and friends. "Very Special Arts" is part of an international affiliation that supports the value and inclusion of art based activities and learning. "Special Needs Assist Program" or SNAP is a specialized free information and referral service available to families.

NAME	**Transition Through the Arts**
CONTACT	Eileen Cuskaden
AFFILIATION	Very Special Arts
ADDRESS	Education Office; The John F. Kennedy Center for the Performing Arts; 1331 F Street NW, Ste 800; Washington, DC 20004
PHONE	202/628-2800
ABSTRACT	Transition Through the Arts is a program model developed by Very Special Arts to teach social and personal employability skills to individuals with disabilities through the use of the arts. The model contains four components: a curriculum that uses the arts to teach social skills related to employability, a community resource team, an apprenticeship component, and a culminating activity. The focus of the program is on enhancement of employability skills and self-esteem of adolescents with disabilities. A publication entitled "The Arts Work: Employment Training Through the Arts" is available for $16.00 from Very Special Arts.

National Center for Youth with Disabilities
Society for Adolescent Medicine

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